DOCUMENT RESUME

ED 128 428 TM 005 613

AUTHOR Jacobson, Thomas J.
TITLE A Study of California High School Proficiency Examination Candidates in the Grossmont Union High School District; Second Test Administration, March 1976.
INSTITUTION Grossmont Union High School District, Calif.
PUB DATE 21 Jun 76
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Academic Standards; *Equivalency Tests; *Failure Factors; Graduation Requirements; High School Students; Questionnaires; *Secondary Education; State Programs; Statistical Analysis; *Student Characteristics; *Success Factors; Tables (Data); Testing Programs
IDENTIFIERS *California High School Proficiency Examination; *Minimal Competency Examinations

ABSTRACT

The current study is a comparison of the characteristics of the candidates from the Grossmont Union High School District who took the March 1976 administration of the California High School Proficiency Examination, with special attention to the differences between those candidates who passed the examination and those who did not . Significant differences were noticed in sex; race; language spoken in the home; grades in English, science, mathematics, and foreign language; number of failing grades received; number of elementary schools attended; educational and vocational plans; reasons for attending high school; curriculum studied in high school; attitude toward high school administrators; and areas in which the students felt they did not receive adequate instruction. (BW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128428

A STUDY OF CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION CANDIDATES IN THE GROSSMONT UNION HIGH SCHOOL DISTRICT

SECOND TEST ADMINISTRATION

MARCH 1976

DEVELOPED AT THE REQUEST OF

DR. LELAND B. NEWCOMER

SUPERINTENDENT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PREPARED BY:

THOMAS J. JACOBSON, DIRECTOR

PUPIL PERSONNEL SERVICES

GROSSMONT UNION HIGH SCHOOL DISTRICT

P.O. BOX 1043, LA MESA, CA 92041

(714) 465-3131 EXT. 228

JUNE 21, 1976

TM005 613

SUMMARY

SIGNIFICANT CHARACTERISTICS OF GUHSD CANDIDATES WHO:

PASSED THE PROFICIENCY EXAM	FAILED THE PROFICIENCY EXAM
1. More likely to be a male than a female.	1. Likely to be either a male or female.
2. More likely to belong to the white (not of Hispanic origin group) but with 10% from other groups.	2. Likely to belong to the white (not of Hispanic group) 70% but with a larger percentage 30% of members from other groups, American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic.
3. More likely to come from a home where English is the primary language spoken 90%, but may come from a home where English is not the primary language 10%.	3. Likely to come from a home where English is the primary language spoken 62% but more likely to come from a home where another language is the primary language in the home 38%.
4. More likely to have received grades of A, B and C's in English.	4. More likely to have received grades of B, C and D's in English.
5. More likely to have received grades of A, B and C's in science.	5. More likely to have received grades of B, C and D's in science.
6. More likely to have received an A in Foreign Language with a wide distribution of B's, C's, and D's.	6. More likely to have received a B in Foreign Language with a distribution of C's, D's, and many F's.
7. Likely to have received a final "F" or failing grade in an academic course in grades 7-12.	7. More likely to have received a final "F" or failing grade in an academic course in grades 7-12.
8. More likely to have attended four or more elementary schools through the 6th grade.	8. More likely to have attended three or less elementary schools through the 6th grade.
9. More likely to stay in high school and receive a regular diploma after passing the CHSPE.	9. More likely to leave school if they pass the CHSPE.
10. More likely to enroll in community college soon after leaving high school	10. Less likely to enroll in community college soon after leaving high school.

PASSED THE PROFICIENCY EXAM	FAILED THE PROFICIENCY EXAM
11. About evenly divided on going to work full time soon after leaving high school.	11. More likely to go to work full time soon after leaving high school.
12. Attended high school to prepare for college, get a diploma, and gain skills necessary for employment.	12. Attended high school to get a diploma, to gain necessary skills for employment and because they have to (state law).
13. More likely to be enrolled in a college prep. or applied arts course.	13. More likely to be enrolled in applied arts, remedial, and business vocational courses.
14. More likely to see Principals and Vice Principals rigid and resistant to change.	14. More likely to see Principals and Vice Principals flexible, open and honest.
15. More likely to feel that they did not receive adequate instruction in "How to Study," including use of the library and taking examinations, vocational and career education, and foreign language.	15. More likely to feel that they did not receive adequate instruction in mathematics, English, and "How to Study," including the use of the library and taking examinations.

Note: The data in this study is obtained from a single sample of GUHSD candidates on the CHSPE and should not be generalized to other groups. The reader is encouraged to review the complete report including a table of data for more complete information.

I. Introduction

The California High School Proficiency Examination was initiated through California Education Code No.11530. The First Academic year of operation of the California High School Proficiency Examination was 1975-76 with two administrations of the test, in December 1975 and March 1976. The current study is a comparison of the characteristics of the candidates from the Grossmont Union High School District who took the March 1976 administration of the examination with special attention to the differences between those candidates who passed the examination and those candidates who did not.

The conduct of the California High School Proficiency Examination is entirely controlled by the California State Department of Education. The Educational Testing Service is a contract agent to the State Department of Education that administers the California High School Proficiency Examination statewide. Because the California High School Proficiency Examination (hereafter called the CHSPE) is a "controlled test" very little information is provided to both professionals in the field and to the lay public concerning this examination. For instance, the minimum passing scores, norming, item construction, and other factors concerning this examination are not readily available and/or known by professionals in the field.

The criteria for eligibility to complete the examination consists of the following:

> Candidates must be 16 or 17 years of age and apply directly to the Educational Testing Service to take the examination.
>
> The cost of the examination is born by the individual taking the exam. In the first year of operation the cost was $10 per administration.

The determination of passing and failing scores is done by the California State Department of Education with a simple pass or fail score.

Only successful candidates receive a certificate of High School Proficiency.

Unsuccessful candidates are notified that they failed the test but not how or why.

School districts also only receive pass and fail data.

Minimum levels of performance required for a passing score have not been made public.

Successful candidates who pass the CHSPE can, with parents' permission request to be exempted from attendance at high school although it is not mandatory that they do leave high school upon passing the CHSPE. In fact, under the legislation students who pass the examination and who do elect to leave high school may return at a later time without prejudice if their departure from school is not satisfactory.

First Administration - December 1975

The Grossmont Union High School District, with a population of 22,000 students had 119 students take the examination on the first administration with 72 passing for a percentage passing total of 61%. The statewide percentage for passing on the first administration was 45%.

Second Administration - March 1976

The Second Statewide Administration of the CHSPE was conducted in March 1976. 216 GUHSD students took the examination and 63 passed for a total percentage of 29%. The statewide percentage passing on the second administration was 35% according to Dr. Wilson Riles, Superintendent, California State Department of Public Instruction.

The implications for the CHSPE for school districts such as the GUHSD are obvious. In the first year of operation a total of 335 GUHSD students took the examination. If a significant number should pass the examination the

possible impact on each school and the impact on the total District could affect GUHSD budgeting, staffing, and related average daily attendance reimbursements from the state of California. Also of interest is an identification of the characteristics of students who elect to take the examination and pass it as compared to those students that elect to take the examination and fail.

This current study was prepared at the request of Dr. Leland B. Newcomer, District Superintendent, to answer some basic questions on the characteristics of successful and unsuccessful GUHSD candidates on the CHSPE.

2. Procedures. A questionnaire was developed to be administered to all GUHSD students that took the CHSPE at the Grossmont High School Testing Center, one of two testing centers in San Diego County, on the March, 1976 administration date. The 65 item questionnaire was given in a thirty minute time period just prior to administration of the CHSPE. For ease of administration the questionnaire was also given to other candidates than the GUHSD students taking the CHSPE, but the data was not tabulated nor is it presented.

The items in the GUHSD High School Proficiency Questionnaire were taken from those used by the California State Department of Education in studying CHSPE candidates (although this data is not available to school districts) plus items used in other student surveys within the GUHSD. The intent was to gather data on GUHSD students that could possibly be compared to statewide CHSPE candidates with special interest on either the differences or similarities of those students that both passed and failed the CHSPE.

Upon notification from the California State Department of Education the GUHSD student data cards were separated into two groups; those that passed the CHSPE, and those that failed the CHSPE. All tabulations and analysis were conducted using the two, i.e. pass and fail, groups.

Tabulation of the data, computation and analysis was done with the statistical package for the social sciences on the GUHSD data system. The data was tabulated for each group, presented as percentile score responses for each foil on each item and then subjected to a Chi Square (x^2), test of significance to determine if the results obtained from the two groups (passed and failed) on the questionnaire departed "significantly from chance expectations".

3. Data Analysis. A null hypothesis was used as a basis for data analysis on this study. The hypothesis was stated as follows:

> "There is no difference between the means of the two groups; Number 1 Proficiency Test Passed, Number 2 proficiency Test Failed, on each item on the GUHSD Proficiency Test Questionnaire".

In this study 17 items reached or exceeded the .05 level of significance, a number much greater than could be expected by chance. Therefore, the Null Hypothesis is rejected, there is a significant difference between the pass and fail groups on the CHSPE.

Levels of Statistical Significance. For the purposes of this study the level of statistical significance selected was the .05 level which means that an obtained result that is significant at the .05 level could only occur by chance or sampling error only 5 times in 100 trials. This is the level that is usually chosen by researchers. Another level that is detailed in this study that is much higher and a "practical certainty" when analyzing data is the .01 level of significance, which means that these results can only occur by chance only 1 time in 100 trials.

For the purposes of analyzing the data a table was prepared listing each item on the questionnaire with the pass and fail groups listed spearately, with

1. The number of candidates who responded to each question,
2. The percentage response on each foil on each question, and
3. A computed Chi Square (x^2) level of significance between the two groups.

On the table only those items that achieve the .05 level of significance are indicated. However, when the item exceeded the .05 level and achieved the .01 level this was listed in place of the minimum .05 level of significance. Comments on those items that are significant are listed in the outside column and only significant items receive comments in the following discussion.

QUESTION	PASS N(57) %	FAIL N(162) %	SIGNIFICANT	COMMENTS
1. What school are you attending or did you attend?	(57)	(162)		
(0) Grossmont	12.3	10.5		
(1) Helix	15.8	9.3		
(2) El Cajon	0.0	16.0		
(3) Mount Miguel	14.0	6.2		
(4) El Capitan	12.3	8.6		
(5) Granite Hills	7.0	4.9		
(6) Monte Vista	5.3	7.4		
(7) Santana	7.0	10.5		
(8) Valhalla	12.3	11.7		
(9) Chaparral or Skyline	14.0	14.8		
(10) Other	-	-		
2. Sex	(57)	(162)	*.05	In the passing group males outnumbered females two to one. In the failing group there was an almost even split between males and females.
(0) Female	31.6	51.2		
(1) Male	68.4	48.1		
3. What grade are you now in?	(56)	(162)		
(0) 9th	0.0	1.9		
(1) 10th	8.9	17.3		
(2) 11th	64.3	61.7		
(3) 12th	16.1	10.5		
(4) other or not enrolled	10.7	8.6		
4. Your age	(56)	(162)		
(0) 16 years	55.4	45.7		
(1) 17 years	44.6	54.3		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
5. In which of the following groups do you believe you most nearly belong?	(56)	(160)	*.01	Approximately 91 % of the passing group were from the white (not of hispanic origin) group. The remaining passing group were either American Indian or Alaskan native. The failing group contained a population of 70% white, all (10%) in the hispanic group, all (3.8%) in the Aleution or Pacific Islander group, and the remaining 16% in American Indian or Alaskan native persons.
(0) American Indian or Alaskan Native (persons having origins in any of the original people of North America).	8.9	16.3		
(1) Asian or Pacific Islander (persons having origins in the Far East, Southeast Asia. or the Pacific Islands: this area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa).	0.0	3.8		
(2) Black, not of Hispanic origin (persons having origins in any of the black racial groups).	0.0	0.0		
(3) Hispanic (persons of Mexican, Puerto Rican, Cuban, Central or South American Origins, or of Spanish culture, regardless of race).	0.0	10.0		
(4) White, not of Hispanic origin (persons having origins in any of the original people of Europe, North Africa, the Middle East, or the Indian subcontinent).	91.1	70.0		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
6. How many credits toward graduation do you estimate that you have completed?	(56)	(159)		
(0) 50 or less (1 year)	3.6	9.4		
(1) 75	5.4	15.1		
(2) 100 (2 years)	10.7	13.2		
(3) 125	25.0	19.5		
(4) 150 (3 years)	37.5	30.2		
(5) 175	14.3	11.3		
(6) 200 (4 years)	3.6	1.3		
7. From what source did you first learn of the CHSPE program?	(57)	(161)		
(0) teacher	7.0	9.9		
(1) counselor	33.3	32.9		
(2) principal or other administrator	5.3	4.3		
(3) TV	1.8	0.0		
(4) magazine	0.0	0.0		
(5) newspaper	5.3	6.8		
(6) school newspaper	1.8	2.5		
(7) announcement read to all students	17.5	12.4		
(8) notice posted at school	1.8	3.7		
(9) other	26.3	27.3		
8. Have you been active in a school program or programs in music?	(57)	(162)		
(0) yes	14.0	18.5		
(1) no	86.0	81.5		
9. Have you been active in a school program or programs in publications?	(57)	(162)		
(0) yes	8.8	9.3		
(1) no	91.2	90.7		

QUESTIONS	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
10. Have you been active in a school program or programs in athletics?	(57)	(162)		
(0) yes	33.3	33.3		
(1) no	66.7	66.7		
11. Have you been active in a school program or programs in clubs?	(57)	(162)		
(0) yes	19.3	19.8		
(1) no	80.7	80.2		
12. Have you been active in a school program or programs in student government?	(57)	(162)		
(0) yes	3.5	8.0		
(1) no	96.5	92.0		
13. Have you been active in a school program or programs in dramatics?	(57)	(162)		
(0) yes	21.1	14.2		
(1) no	78.9	85.8		
14. Do you have a job?	(57)	(161)		
(0) yes	49.1	46.0		
(1) no	49.1	54.0		
15. If employed, how many hours per week do you work, usually?	(55)	(148)		
(0) 1-19	3.6	5.4		
(1) 10-19	14.5	8.1		
(2) 20-29	14.5	16.9		
(3) 30 or more	20.0	19.6		
(4) not employed	47.3	50.0		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
16. Do you regularly give to the head of your household some of the money you make from your job?	(57)	(155)		
(0) yes	21.1	20.0		
(1) no	29.8	28.4		
(2) not employed	49.1	51.6		
17. How many older brothers and/or sisters do you have?	(57)	(161)		
(0) 0	28.1	27.3		
(1) 1	29.8	20.5		
(2) 2	17.5	27.3		
(3) 3	12.3	14.3		
(4) 4 or more	12.3	10.6		
18. How many younger brothers and/or sisters do you have?	(56)	(160)		
(0) 0	28.6	36.3		
(1) 1	35.7	25.6		
(2) 2	16.1	21.3		
(3) 3	12.5	9.4		
(4) 4 or more	7.1	7.5		
19. If a language other than English is spoken in your home, mark which one of the following it is:	(38)	(111)	*.05	Approximately 90% of the candidates in the passing group came from homes where English was the principal language spoken. Approximately 10% of the passing group had other languages spoken in the home. In the failing group only 62% came from a home where English was the principal language spoken, and 38% of the failing candidates came from a home where other than English was the principal language spoken.
(0) Chinese	0.0	0.9		
(1) Spanish	0.0	12.6		
(2) Philippine dialect	0.0	0.9		
(3) Portuguese	0.0	1.8		
(4) English	89.5	62.2		
(5) Other	10.5	21.6		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
20. What is the level of education achieved by the head of the household in which you now live?	(57)	(158)		
(0) Less that a high school diploma	8.8	18.4		
(1) High school diploma	43.9	44.3		
(2) Community college academic degree or completed	15.8	10.8		
(3) Public or private vocational program after leaving high school	5.3	8.2		
(4) University or four-year college degree	12.3	6.3		
(5) Advanced degree beyond four-year college degree and/or teaching credential	14.0	12.0		
21. Are you now attending	(56)	(159)		
(0) Public high school	71.4	70.4		
(1) Continuation high school	8.9	10.7		
(2) Private/parochial school	0.0	0.0		
(3) Other school (Print in box below)	1.8	1.3		
(4) Not attending school	17.9	17.6		
22. How often are you absent from school, generally?	(56)	(154)		
(0) one day a week or more	21.4	35.1		
(1) one day every two weeks	25.0	19.5		
(2) less often than one day every two weeks	51.8	44.8		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
23. What grade do you generally get in English?	(57)	(161)	*.01	As expected, the passing group reported having received higher grades, A's, B's, and C's, than the failing group in this subject area. The distribution of grades in English of the failing group was lower with more C's, D's, and F's.
(0) A	15.8	7.5		
(1) B	54.4	36.6		
(2) C	22.8	42.2		
(3) D	7.0	9.9		
(4) F	0.0	3.7		
24. What grade do you generally get in Social Studies?	(57)	(159)		
(0) A	17.5	6.3		
(1) B	33.3	27.0		
(2) C	42.1	52.2		
(3) D	7.0	13.8		
(4) F	0.0	0.6		
25. What grade do you generally get in Science?	(56)	(154)	*.01	As expected, the passing group reported having received higher grades, A's, B's, and C's, than the failing group in this subject area. The distribution of grades in Science of the failing group was lower with more C's, D's, and F's.
(0) A	23.2	6.5		
(1) B	46.4	24.0		
(2) C	28.6	51.3		
(3) D	1.8	16.2		
(4) F	0.0	1.9		
26. What grade do you generally get in Mathematics?	(57)	(159)	*.01	As expected, the passing group reported having received higher grades, A's, B's, and C's, than the failing group in this subject area. The distribution of grades in Mathematics of the failing group was lower with more C's, D's, and F's.
(0) A	19.3	7.5		
(1) B	47.4	25.8		
(2) C	24.6	45.3		
(3) D	8.8	17.6		
(4) F	0.0	3.8		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
27. What grade do you generally get in Physical Education?	(56)	(160)		
(0) A	42.9	28.1		
(1) B	25.0	40.0		
(2) C	26.8	21.3		
(3) D	3.6	6.3		
(4) F	1.8	4.4		
28. What grade do you generally get in Vocational Education (home-making, shop, business courses)?	(56)	(157)		
(0) A	41.1	34.4		
(1) B	37.5	39.5		
(2) C	14.3	22.9		
(3) D	7.1	2.5		
(4) F	0.0	0.6		
29. What grade do you generally get in Foreign Language?	(51)	(121)	*.05	As expected, the passing group reported having received higher grades, A's, B's, and C's, than the failing group in this subject area. The distribution of grades in Foreign Language of the failing group was lower with more C's, D's, and F's.
(0) A	21.6	8.3		
(1) B	11.8	16.5		
(2) C	43.1	47.1		
(3) D	23.5	19.8		
(4) F	0.0	8.3		
30. In grades 7 through 12, inclusive, have you ever received a final grade of "F" or "failing" for any academic course?	(57)	(160)	*.01	The passing group was evenly divided indicating that half had received a failing grade in 7 through 12 and half had not. In the failing group 70% indicated having received a failing grade in grades 7 through 12 with 29% indicating they had not received a failing grade.
(0) yes	49.1	70.6		
(1) no	49.1	28.8		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
31. How many elementary schools (through 6th grade) did you attend?	(57)	(161)	*.01	The passing group indicated that as much as 40% of these students had attended 4 or more elementary schools through 6th grade. The failing group reported only 17% attending 4 or more elementary schools. This is a surprising occurrence as mobility is usually equated with decreased adjustment and performance in schools. Data indicates that up to three moves may have some effect, but four or five moves may produce a positive effect or none at all
(0) one	24.6	28.6		
(1) two	22.8	27.3		
(2) three	12.3	26.7		
(3) four	15.8	5.6		
(4) five or more	24.6	11.8		
32. How many schools have you attended since the 6th grade?	(57)	(160)		
(0) one	3.5	8.1		
(1) two	35.1	34.4		
(2) three	40.4	30.0		
(3) four	8.8	10.6		
(4) five or more	12.3	16.9		
33. Upon graduation, or if I pass the CHSPE, I hope to enter: (Pick only one)	(57)	(160)		
(0) Military	0.0	6.3		
(1) Community college	33.3	18.8		
(2) Business	5.3	1.9		
(3) Full-time work	24.6	32.5		
(4) Trade-school	7.0	12.5		
(5) College or university	14.0	11.9		
(6) Undecided	5.3	8.1		
(7) None of these	7.0	5.6		
(8) No opinion	3.5	2.5		
34. Does another adult besides the head of your household provide a major part of your household's income?	(57)	(158)		
(0) yes	24.6	34.8		
(1) no	75.4	65.2		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
35. What job do you plan eventually to hold? (Print within box below)				
36. Have you taken the CHSPE before?	(57)	(160)		
(0) yes	1.8	3.8		
(1) no	98.2	96.3		
37. Assuming that you will pass the CHSPE, do you plan to stay in high school and receive a regular diploma?	(56)	(160)	*.01	Over twice as many students in the passed group as compared to the failed group indicated they would stay in high school and receive their regular diploma if they passed the CHSPE. More failed candidates than passed candidates indicated that they would not stay in high schools and received a regular diploma if they passed the CHSPE.
(0) yes	32.1	14:4		
(1) no	67.9	85.6		
38. Assuming that you pass the CHSPE, do you plan to be independent and self-supporting in the near future?	(57)	(159)		
(0) yes	73.7	81.8		
(1) no	26.3	18.2		
39. Do you plan to enroll in community college soon after leaving high school?	(57)	(158)	*.01	Two thirds of the candidates in the passed group indicated that they would enroll in a Community College soon after leaving high school. Approximately 40% of the passed group did not. The majority (63%)of the failing group did not plan to enroll in college while 37% indicated that they would. This is a significant difference in the plans of passing and failing students.
(0) yes	57.9	36.7		
(1) no	42.1	63.3		
40. Do you plan to work full time soon after leaving high school?	(57)	(162)	*.05	Students in the passing group were evenly split on their intention to work full time soon after leaving high school. Two thirds of the failing candidates indicated that they would work full time with the remaining one third indicating that they would not.
(0) yes	49.1	67.3		
(1) no	50.9	32.1		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
41. Do you plan to attend a university or four-year college at some future time?	(56)	(160)		
(0) yes	50.0	36.9		
(1) no	50.0	62.5		
42. The reason I attend or did attend high school is:	(57)	(161)	*.01	There was a significant difference in the reasons for attending high school in the passing and failing groups. Among the passing group the major reasons for attending high school was to prepare for college, to get a diploma, to gain skills necessary for employment, they had to because of state law, and lastly, to be with friends. Among the failing group, the primary reasons for attending school were to gain necessary skills for employment, to get a diploma, because of state law, to prepare for college, and a slight emphasis on being with friends.
(0) To be with friends	8.8	3.1		
(1) To gain skills necessary for employment	15.8	27.3		
(2) To prepare for college	28.1	11.8		
(3) To participate in sports	1.8	0.0		
(4) To get a diploma	24.6	32.9		
(5) I have to (state law)	15.8	18.0		
(6) To get away from home	0.0	0.0		
(7) None of these	5.3	6.8		
43. Most of my high school courses were:	(57)	(156)	*.01	Students who passed the CHSPE were primarily enrolled in College Prep and Applied Arts courses with a small amount in remedial, business and vocational classes. The failing group had approximately half of the amount of the passing group enrollment in college prep courses, the same amount in applied arts, 8 times as many in remedial class and 2½ times as many in business or vocational courses.
(0) College Prep	52.6	23.1		
(1) Applied Arts	36.8	36.5		
(2) Remedial	3.5	23.1		
(3) Business/Vocational	7.0	17.3		
44. Are your school grades an accurate indicator of what or how much you have learned?	(57)	(156)		
(0) Always	3.5	2.6		
(1) Usually	33.3	33.3		
(2) Sometimes	33.3	40.4		
(3) Seldom	22.8	16.7		
(4) Never	7.0	7.1		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
45. How would you rate the "climate" or "atmosphere" on your high school campus?	(56)	(157)		
(0) Warm - inviting	7.1	17.8		
(1) Semi-warm - semi-inviting	55.4	44.6		
(2) Cold - not inviting	25.0	17.2		
(3) Undecided	12.5	20.4		
46. In general, how do or did you feel about the amount of discipline in your classes?	(57)	(156)		
(0) Too much discipline	17.5	13.5		
(1) Just the right amount of discipline	43.9	50.0		
(2) Not enough discipline	21.1	13.5		
(3) Undecided	17.5	23.1		
47. What teaching method is or was most effective in helping you learn?	(57)	(152)		
(0) Lectures	12.3	11.8		
(1) Class discussion	54.4	50.0		
(2) Assignments in class	19.3	17.1		
(3) Homework	1.8	3.9		
(4) Audio-visual aids	3.5	7.9		
(5) Reading assignments	8.8	9.2		
48. How many of the courses that you are currently taking or took in school generate interest and motivate you?	(57)	(153)		
(0) 3 or more	31.6	20.3		
(1) 2-3	21.1	23.5		
(2) 1-2	42.1	43.8		
(3) none	5.3	12.4		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMNETS
49. The following statements best describe how I see the school administration (Principal & Vice Principal) in high school: (Pick only one)	(56)	(145)	*.01	The passing group was more likely to see the principal and vice principal as rigid and resistent to change, old fashioned and out of touch, yet flexible, open, honest, with some willingness to change. Among the failing group the prominent opinion was that the principal and vice principal were flexible, open, and honest. Almost twice as many of the failing group as compared to the passing group saw the principal and vice principal as too strict. The failing group also saw the principal and vice principal as more available to them.
(0) Rigid and resistant to change	25.0	13.1		
(1) Flexible, open, and honest	17.9	35.2		
(2) Willing to change	12.5	3.4		
(3) Too strict	5.4	10.3		
(4) Supportive	8.9	11.0		
(5) Available to me	3.6	9.0		
(6) Sympathetic to student concerns	3.6	4.1		
(7) Old fashioned and out of touch	23.2	13.8		
50. The following statements best describe by counselor in high school: (Pick only one)	(56)	(149)		
(0) A good listener	8.9	10.1		
(1) Generally available	21.4	14.1		
(2) Warm, friendly, and helpful	44.6	43.6		
(3) Had information I needed	8.9	11.4		
(4) Unavailable for help	7.1	3.4		
(5) Is someone I could talk to regarding a personal problem	1.8	6.0		
(6) Cold and indifferent	0.0	4.7		
(7) Could care less	7.1	6.7		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
51. Which of the following statements best describe my teachers in high school: Pick only one.	(56)	(146)		
(0) Able to communicate	14.3	18.5		
(1) Makes classes interesting	14.3	19.2		
(2) Someone from whom I can or could learn	28.6	25.3		
(3) Cold and indifferent	1.8	4.8		
(4) Warm, friendly, and helpful	14.3	8.9		
(5) Someone with nothing to offer me	7.1	5.5		
(6) Unavailable for extra help	3.6	6.2		
(7) Possesses skills and knowledge	16.1	11.6		
52. In which of the following areas did you feel you DID NOT receive adequate instruction: FIRST CHOICE (Pick only one)	(56)	(141)	*.01	The most prevalent first choice of the passing group in the lack of instruction area was that they felt they did not receive instruction on how to study, including the use of the library and taking examinations. Next to this was vocational and career education, including agriculture, home economics, and industrial arts. The final area for first choice was lack of instruction in foreign language. Among the failing group the first choice for an area in which the student did not receive adequate instruction was mathematics, second was English, and third was how to study, including the use of the library and taking examinations.
(0) How to study, including use of library, taking exams.	19.6	12.8		
(1) Health and social living, safety and accident prevention, manners and morals, effects of alcohol and narcotics, fire prevention, driver education and driver training	1.8	2.1		
(2) Mathematics	3.6	27.0		
(3) Science	8.9	5.7		
(4) English	5.4	16.3		
(5) Social studies	3.6	5.7		
(6) Foreign language	12.5	5.7		
(7) Vocational and career education, including agriculture, home economics, and industrial arts	16.1	5.7		
(8) Fine arts	7.1	0.7		
(9) None of these	21.4	18.4		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
53. In which of the following areas did you feel you DID NOT receive adequate instruction: SECOND CHOICE (Pick only one)	(56)	(134)		
(0) How to study, including use of the library, taking examinations	7.1	13.4		
(1) Health and social living, safety and accident prevention, manners and morals, effects of alcohol and narcotics, fire prevention, driver education and driver training	1.8	2.2		
(2) Mathematics	12.5	9.7		
(3) Science	8.9	8.2		
(4) English	7.1	11.2		
(5) Social studies	5.4	9.0		
(6) Foreign language	8.9	7.5		
(7) Vocational and career education, including agriculture, home economics, and industrial arts	8.9	8.2		
(8) Fine arts	10.7	3.7		
(9) None of these	28.6	26.9		
No answer				

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
54. In which of the following areas did you feel you DID NOT receive adequate instruction: THIRD CHOICE (Pick only one)	(56)	(133)	*.05	When asked again for their third choice in the areas for which the students did not receive adequate instruction, both groups indicated none of these. Perhaps they were in a quandry when asked to answer the same question three separate times and did not have an adequate answer. There were significant answers however with the passing group indicating 1st -Fine Arts, 2nd - How to study, including the use of the library and taking examinations, and 3rd - science. In the failing group, the first choice was foreign language, followed by mathematics, and finally by vocational and career education, including agriculture, home economics, and industrial arts.
(0) How to study, including use of the library, taking exams examinations	10.7	3.8		
(1) Health and social living, safety and accident prevention, manners and morals, effects of alcohol and narcotics, fire prevention, driver education and driver training	3.6	4.5		
(2) Mathematics	1.8	8.3		
(3) Science	8.9	6.0		
(4) English	5.4	7.5		
(5) Social studies	1.8	4.5		
(6) Foreign language	7.1	13.5		
(7) Vocational and career education, including agriculture, home economics, and industrial arts	5.4	8.3		
(8) Fine arts	14.3	2.3		
(9) None of these	41.1	41.4		
55. Which one of the following do you think high schools should place greater emphasis on? (Pick one)	(56)	(133)		
(0) Curriculum	12.5	8.3		
(1) Discipline	5.4	4.5		
(2) Career planning	64.3	61.7		
(3) Athletics	0.0	4.5		
(4) Extra-curricular activities	8.9	5.3		
(5) other	8.9	15.8		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
56. I feel my school should or should have placed greater emphasis on: FIRST CHOICE (Pick only one)	(56)	(132)		
(0) Providing classes to develop skills that will enable me to get a job	35.7	37.1		
(1) Providing classes that will prepare me for college	12.5	5.3		
(2) Providing opportunity for students to participate in planning what is taught	8.9	9.1		
(3) Providing classes that more closely relate to everyday life	26.8	31.8		
(4) Other	5.4	3.0		
(5) No opinion	10.7	13.6		
57. I feel my school should or should have placed greater emphasis on: SECOND CHOICE (Pick one)	(56)	(132)		
(0) Providing classes to develop skills that will enable me to get a job	16.1	21.2		
(1) Providing classes that will prepare me for college	21.4	15.2		
(2) Providing opportunity for students to participate in planning what is taught	17.9	15.2		
(3) Providing classes that more closely relate to everyday life	19.6	23.5		
(4) Other	5.4	4.5		
(5) No opinion	19.6	19.7		

QUESTION	PASSED N(57) %	FAILED (162) %	SIGNIFICANT	COMMENTS
58. My goals in life could best be achieved if my school offered or would have offered: (Pick one)	(55)	(128)		
(0) More general courses in career planning	20.0	25.0		
(1) More help with ways to make decisions	5.5	7.0		
(2) More help with getting a job after graduation	10.9	10.2		
(3) More help with getting a job while I am in school	9.1	11.7		
(4) More career information	3.6	2.3		
(5) More help with relating my abilities and interests to possible careers	20.0	15.6		
(6) More opportunities for me to learn about the general world of work	3.6	5.5		
(7) Different activities each school year to help me make appropriate educational and career choices	9.1	3.9		
(8) Other	18.2	18.8		
59. Which is the most pressing concern for you now? FIRST CHOICE (Pick one)	(53)	(125)		
(0) Using my spare time	3.8	4.8		
(1) Marriage and family affairs	9.4	16.0		
(2) Getting a job	26.4	30.4		
(3) Getting along with other people	15.1	7.2		
(4) Preparing for further education	26.4	21.6		
(5) Knowing how to study	1.9	0.0		
(6) Ability to read	0.0	0.0		
(7) Using good English	0.0	0.8		
(8) Using basic mathematical skills	0.0	3.2		
(9) Using my money wisely	17.0	16.0		

QUESTION	PASSED N(57) %	FAILED N(162) %	SIGNIFICANT	COMMENTS
60. Which is the most pressing concern for you now? SECOND CHOICE (Pick one)	(53)	(120)		
(0) Using my spare time	11.3	8.3		
(1) Marriage and family affairs	3.8	10.8		
(2) Getting a job	22.6	25.8		
(3) Getting along with other people	9.4	11.7		
(4) Preparing for further education	18.9	11.7		
(5) Knowing how to study	5.7	1.7		
(6) Ability to read	0.0	1.7		
(7) Using good English	1.9	0.8		
(8) Using basic mathematical skills	3.8	2.5		
(9) Using my money wisely	22.6	25.0		
61. How often have you thought about your plans for after high school:	(53)	(123)		
(0) A lot	73.6	82.1		
(1) Some	26.4	17.1		
(2) Not at all	0.0	0.8		
62. Do you feel that you will be prepared to get a job if you pass the CHSPE and leave high school?	(53)	(123)		
(0) Yes	73.6	76.9		
(1) No	13.2	4.9		
(2) Undecided	13.2	18.7		
63. Do you feel you know your interests and abilities well enough to decide about your future career?	(53)	(122)		
(0) yes, very well	35.8	36.9		
(1) Yes, to some extent	58.5	51.6		
(2) No idea or confused	5.7	8.2		
(3) Never thought about them	0.0	3.3		

QUESTION	PASSED	FAILED	SIGNIFICANT	COMMENTS
64. How much help have your parents given you in planning your future career?	(51)	(121)		
(0) A great deal	27.5	33.1		
(1) Some	54.9	40.5		
(2) Very little	11.8	12.4		
(3) None	5.9	14.0		
65. Which one recommendation has been given by your parents or guardian regarding your education beyond high school?	(49)	(113)		
(0) No recommendation; no opportunity yet for discussion	4.1	6.2		
(1) That I make up my own mind	28.6	42.5		
(2) Vocational or technical school	4.1	5.3		
(3) Business college	2.0	5.3		
(4) Junior college or community college (2 year)	20.4	17.7		
(5) Nursing school (if 4-year program, use response 7)	0.0	0.9		
(6) College or university (4 years)	24.5	8.8		
(7) Apprenticeship, on-the-job training	6.1	5.3		
(8) Military	8.2	1.8		
(9) Some other training	2.0	6.2		